

**HIST 49500 (CRN 50822)**  
**Research Seminar in Historical Topics:**  
**1960s America**  
**Fall 2017**  
**Professor Gabin**  
**T/TH 10:30-11:45**

Professor Gabin  
UNIV 121  
494-4141 or 494-4132

Office Hours: Tuesday 12:00-1:30  
other days and times by appointment  
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This course introduces 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.

The following paperback books are required for the course. Other assigned reading will be available on Blackboard and the internet in electronic form or distributed in class in hard copy.

- Christopher B. Strain, *The Long Sixties: America, 1955-1973* (2017). [Full text online access, Purdue Libraries](#)
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8/e (2015)

The Blackboard website for this course has the syllabus, other assigned reading, all the course handouts (reading questions, research guides, etc.), the writing assignments, and grades. <https://mycourses.purdue.edu>

### **COURSE SCHEDULE**

Tu 8/22 Introductions

Th 8/24 When did the Sixties begin and end?

**Read for discussion:**

- Strain, *The Long Sixties*, Preface (pp. vi-x) and Chapters 1-2 (pp.1-29)
- 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](http://books.google.com/books?id=Vk4EAAAAMBAJ&dq=life&source=gbs_navlinks_s)

Tu 8/29 Politics and Elections, 1960-1964

**Read for discussion:**

Strain, *The Long Sixties*, Chapter 3-5 (pp. 30-76)

<http://www.livingroomcandidate.org/> 1960 and 1964 campaign ads

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

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

[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, 1960](#)  
[Port Huron Statement, 1962](#)  
[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, double-spaced, 500-600 word essay. See Rampolla, pp. 12-17, 31-38 for suggestions on how to proceed. Essay is due on Blackboard by Tuesday, August 29, 10:30 am.

Th 8/31 Civil Rights Movement, 1960-1964

**Watch film in class****Read for 9/5 discussion:**

[Martin Luther King, Jr., Letter from a Birmingham Jail, 1963](#)  
[John Lewis, speech at March on Washington, August 1963](#)  
[NPR Reports on the March on Washington August 28, 1963](#) (browse)

Tu 9/5 Civil Rights Movement, 1963-1964

**Read for discussion:**

“Freedom Summer, 1964,” chapter in pdf on Blackboard

**Watch:** [https://www.youtube.com/watch?v=aP2A6\\_2b6g8](https://www.youtube.com/watch?v=aP2A6_2b6g8) or <https://purdue.kanopystreaming.com/video/mississippi-america> Both links are 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/or part of *Mississippi: Is This America?* as your sources in a two-page, 500-600 word essay. Essay is due on Blackboard by Tuesday, September 5, 10:30 am.

Th 9/7 Defining Topics and Finding Sources

**In-class workshop****Read:**

Rampolla, Chapter 5

Tu 9/12 Counterculture and Popular Culture: Summer of Love 1967

**Watch media in class****Read for 9/14 discussion:**

Strain, *The Long Sixties*, Chapters 7 and 8  
 Beth Bailey, “Sexual Revolution(s),” pdf on Blackboard  
[Joshua Davis, “Five Myths about Hippies,” Washington Post, July 7, 2017](#)

Th 9/14 Counterculture and Popular Culture: Summer of Love 1967

**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  
[Lisa Law, A Visual Journey, photographs, 1965-1971 \(browse\)](#)  
 Poster art of the 1960s <http://www.wolfgangsvault.com/posters/> (browse)

**Write:**

In a paragraph or two, summarize the theses or major claims of the media shown in class on 9/12, Strain’s chapter 8, and the articles by Bailey and Davis. Then discuss whether the documents on the counterculture confirm, refute, and/or modify the arguments in the media, chapter, and articles. Two-page, 500-600 word essay due on Blackboard by Thursday September 14, 10:30 am.

Tu 9/19 Defining Topics and Finding Sources

**In-class workshop**

**Read:** Rampolla, Chapters 3 and 4

Th 9/21 Another View of 1967: Detroit 1967

**Read:**

[Maria Paz Gutierrez, "Detroit 1967: There's Still a Debate Over What to Call It," NPR Code Switch, July 28, 2017](#)

[Lorraine Boissoneault, "Understanding Detroit's 1967 Upheaval 50 Years Later," Smithsonian.com, July 26, 2017](#)

[Detroit Free Press interactive time line](#)

[Detroit Free Press coverage July-August 1967](#)

[Detroit Historical Society detroit1967.org project components](#)

[CBS News reports, Detroit 1967: When a city went up in flames, July 16, 2017](#)

**Write:**

Based on the evidence, what would you call the events in Detroit in July 1967? Which side of the debate do you find most compelling? Two-page, 500-600 word essay is due on Blackboard by 10:30 am on Thursday September 21.

Tu 9/26 Vietnam: The War Abroad and At Home

**Watch** episode of new [Ken Burns and Lynn Novick film series "The Vietnam War"](#)

**Read for 9/28 discussion:**

Strain, *The Long Sixties*, Chapters 6, 9-11

Th 9/28 Vietnam: The War Abroad and At Home

**Read:**

[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](#)

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

**Write:**

How does the film shown in class on 9/26 help you to understand the American experience of Vietnam? Does it confirm, modify or challenge the views and analysis found in Strain's chapters and the documents? Two-page, 500-600 word essay due on Blackboard by 10:30 am on Thursday September 28.

Tu 10/3 Paper topics day

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

Th 10/5 Paper topics day

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

Tu 10/10 Fall Break—no class meeting

Th 10/12 Into the 1970s

**Watch** media presentation in class

**Read for 10/17 discussion:**

Strain, *The Long Sixties*, Chapter 12

Tu 10/17 Into the 1970s

**Read for discussion:**

[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)

Th 10/19 Research day—no class meeting

Tu 10/24 Share topics and research

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

Th 10/26 Share topics and research

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

Tu 10/31 Research Day—no class meeting

Th 11/2 Research Day—no class meeting

Tu 11/7 Research Day—no class meeting

Th 11/9 Research Day—no class meeting

Tu 11/14 Outlines due and/or meet with Prof. Gabin—no class meeting

Th 11/16 Outlines due and/or meet with Prof. Gabin—no class meeting

Tu 11/21 Research & Writing day—no class meeting

Th 11/23 Thanksgiving—no class meeting

Tu 11/28 Drafts due by 11 am by email to evaluators—no class meeting

Th 11/30 Peer reviews in class—class will meet

Tu 12/5 Revision day—no class meeting

Th 12/7 Revision day—no class meeting

Th 12/15 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 six weeks of the semester, you will write five two-page double-spaced (500-600 words) essays responding to questions based on the assigned reading and in-class material. Each essay will be worth 0- 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. Here are the important steps and dates for their completion.

- A preliminary topic statement and tentative bibliography are due October 3-5.
- An annotated bibliography is due October 24-26.
- An outline of the paper is due November 14-16.
- A draft of the paper is due November 28.
- Peer evaluations of the drafts are due November 30.
- Final revised versions of the papers are due by Friday, December 15.

#### 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: <http://www.purdue.edu/odos/osrr/academic-integrity/index.html>

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/>

Note the Purdue Honors Pledge: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” Here is a link to a web page for [Purdue’s Honor Pledge](#).

#### **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](mailto: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](http://www.purdue.edu/ehps/emergency_preparedness/index.html)